

## Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	165.000	Custodial	1.935000	Salaries	\$2,136,722	95.81%
Weighted	310.911	Exempt	0.000000	Supplies, Equip., Services	\$93,446	04.19%
Regular	165	Support	8.930000			
		Teacher	<u>12.210000</u>			
Year Opened	1964	<b>Total</b>	<b>23.075000</b>	<b>Total</b>	<b>\$2,230,168</b>	<b>100.00%</b>

### School Philosophy

At Princeton School, we recognize and value the diversity of our students and community. We appreciate each child for their uniqueness and are committed to creating and nurturing a safe and welcoming environment where students can thrive. We are dedicated to providing a rich learning environment and supporting all children to experience success and discover their potential. We encourage students to believe in themselves and work to achieve their goals. We celebrate our students' accomplishments and hope to inspire them to be responsible citizens who are respectful and kind and who seek to contribute to their community; knowing that they can make a difference. We believe that our school and students' lives are enhanced when we forge strong partnerships with families and when all stakeholders work collaboratively.

### Community Profile

Princeton School is located in the established community of Balwin in Northeast Edmonton. Our students live in the Balwin area as well as surrounding communities. We serve a diverse group of students and we are a Division site for the Interactions Program. Through the contributions of the Edmonton Public Foundation, we are pleased to offer full-day kindergarten to our youngest learners. Space in our building is leased to Pebbles Daycare/Before & After School Care and Children's Autism Services of Edmonton providing full-day services including a preschool and kindergarten program. E4C provides nutritional support which is available for all of our students. All programs and partnerships are an important and valued part of our school community.

### Programs and Organization

Princeton School provides programming for children in kindergarten to grade 6. We take pride in the diverse nature of our school community and the quality of our classroom instruction. For our youngest learners, we offer full-day kindergarten, through the generous support of donors who contribute to the Edmonton Public Foundation. We are also a Division site for Interactions, which provides educational programming for students diagnosed with Autism Spectrum Disorder.

### School Community Relationships

We would like to acknowledge the following community members who have helped to foster the growth and success of our students:

Pebbles Daycare - Before and After school Care, e4c School Nutrition

### Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

Based on the goals that were established for 2023-2024, report on the results you achieved (with evidence, including referencing the school's Assurance Measures results, if applicable) and describe how achievement of the goal supports the above Division's Priorities (reference the priority number in your response).

*At Princeton, we will provide high quality learning opportunities for all students through a school wide focus on literacy and numeracy. (Priority 1, Goal 2)*

**By June 2024, all students at Princeton will demonstrate growth in literacy and numeracy.**

Strategies used to achieve this goal will include:

- professional learning and collaborative conversations
- participation in the Equity Achievement Project
- using common research based instructional practices and programs including strategies shared through the Equity Achievement Project, *Heggerty* (phonological awareness), *UFLI* (explicit, systematic phonics instruction), *Jump Math* and *First Steps in Math*
- responsiveness to ongoing assessment data to guide instruction and interventions
- targeted interventions such as Empower and small group guided learning

#### Results Achieved:

Though school-wide literacy and numeracy achievement remains an area for growth, progress is evident, and there is strong commitment from the community.

- **Reading:** Data shows that 33.6% of students are reading at or above grade level, with lower rates among EAL at 27.6%. However, 40% of FNMI students are reading at or above grade level, highlighting potential for improvement with targeted support.
- CAT4 spring reading data indicates that 74.5% of students in Grades 4-6 are above stanine 4 (average level), up from 47.1% in the fall.
- **Writing:** HLAT results show that 29.7% of students are writing at or above grade level, with 35.6% of non-EAL students meeting this standard. While there is room for improvement, 26.7% of FNMI students are achieving at or above grade level in writing.
- Teacher-reported growth on report cards indicate that 59% of Division 1 and 74% of Division 2 students achieved a year's growth in ELAL.
- **Numeracy:** CAT4 spring numeracy data indicates that 82% of Grades 4-6 students are above stanine 4 (average level), up from 60.2% in the fall. Teacher-reported growth on report cards indicate that 85% of Division 1 and 75% of Division 2 students achieved a year's growth in Math. Student feedback suggests a positive response to efforts aimed at improving numeracy skills.
- **Student Perceptions:** The Division Feedback Survey reflects a positive student outlook: 80% believe they are improving in reading, 74% in math, and 64% in writing. Notably, 87% of students know how to seek help with their learning, creating a strong foundation for growth.

This goal supports Division Priority 1, which emphasizes creating outstanding learning opportunities for all students. Despite the current levels of achievement, the school's focus on literacy and numeracy, coupled with positive student perceptions, shows strong progress and a commitment to future success.

*At Princeton, we will promote a comprehensive approach to student and staff well-being and mental health. (Priority 3, Goals 1 & 2)*

**In the 2023-2024 academic year, students at Princeton will demonstrate growth in their sense of belonging and connection to school.**

Strategies used to achieve this goal will include:

- participation in the R2 project with Dr. Ungar which focuses on building resilient schools
- participation in the Division's program *Schools That Listen*
- ongoing professional development and collaborative conversations
- staff participation in collaborative design groups that focus on the R2 project, anti-racism, well-being, and mental health
- community partnerships & relationships including E4C, KARA Family Centre, Roots & Wings Program, Children's Autism Services of Edmonton
- inviting community participation in a variety of ways: School Council, family nights, field trips, ongoing open communication, and volunteer opportunities
- engaging in learning that respects and celebrates our diverse school community to build empathy and respect for all

#### Results Achieved:

The 2023-2024 school year at Princeton School focused on fostering a positive and inclusive environment, emphasizing student engagement, safety, and well-being. The following data from the Division Feedback Survey (DFS) and Alberta Education Assurance Measures (AEAM) highlights key areas of success, reflecting how the school has

supported students, staff, and families in achieving these goals.

**Positive Parent-School Relationships:** In the 2023-2024 DFS, 100% of parents reported having a positive relationship with staff, supporting their child's learning. This strong trust and collaboration between families and the school enhances students' sense of belonging.

**High Levels of Student Engagement:** The AEAM for Spring 2024 show that student learning engagement was "maintained" at a high level of 84.4%. Engaged students are more likely to feel connected to both their learning and the school environment.

**Students Feel Safe at School:** Safety is crucial for student comfort, engagement, and connection to their school. The 2023-24 DFS found that 27% of students "strongly agreed" and 47% "agreed" they feel safe at school, totaling 74%. A strong sense of safety is linked to a greater sense of belonging, as students are more likely to connect with a school environment where they feel secure.

**Students Feel Cared for by Adults at School:** Positive relationships with staff are essential for fostering a sense of belonging. In the DFS survey, 24% of students "strongly agreed" and 47% "agreed" that the adults at school care about them. This, coupled with the high percentage of students who feel safe, suggests that caring adult relationships contribute significantly to students' sense of belonging.

**Focus on Creating a Welcoming and Safe Environment:** Princeton School's participation in initiatives—such as the R2 Resilience Project, Schools That Listen program, community partnerships, ongoing staff development, and school collaborative groups focused on well-being and anti-racism—show a strong commitment to creating a supportive and inclusive environment. Most students feel safe and cared for, which are crucial for fostering a sense of belonging. When students feel secure and supported, they are more likely to form a positive connection with the school and its community.

These efforts align with Division Priority #3, which emphasizes creating a positive learning environment where all students and staff feel supported and empowered.

This year, we relied on strong staff collaboration and the dedication of our learning community, along with partnerships with families and community organizations, to address the following challenges.

- **Diverse Learning Needs:** Our classrooms have become increasingly complex due to the diverse learning needs of our students. This requires ongoing adjustments in instruction and support to meet every student's individual requirements.
- **Learning Gaps:** Despite implementing targeted interventions, progress in reading and writing has been slower than expected, making it difficult to close achievement gaps within a single academic year.
- **Access to Specialized Services:** Limited availability of specialists and mental health resources both in school and the community posed additional challenges in addressing the full range of student needs.
- **Staffing and Substitute Shortages:** Securing substitute teachers and educational assistants has been challenging, impacting the continuity of instruction and support.

• **What are the opportunities for improvement from 2023-2024 that will inform your plan for 2024-2025?**

- **Instruction:** To address gaps in literacy, particularly in reading, we will prioritize targeted instruction and in-class interventions. We will maximize resources by investing in professional development for teachers, enhancing Tier 1 instruction and implementing a Tier 2 intervention model. This will include:
  - Small group support tailored to individual student needs.
  - Targeted mini-lessons to boost reading outcomes.
  - Data-driven strategies to identify and support students who are reading below grade level.
- **Wellness and resilience:** Staff will engage in professional learning to implement school-wide initiatives and strategies. These efforts aim to create a supportive environment, empower students, and encourage their active participation.

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7187 Princeton School

Assurance Domain	Measure	Princeton School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	84.4	81.2	78.5	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	70.8	73.7	78.8	79.4	80.3	80.9	Low	Declined	Issue
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	73.7	41.7	41.7	68.5	66.2	66.2	Intermediate	Improved Significantly	Good
	PAT6: Excellence	10.5	12.5	12.5	19.8	18.0	18.0	Low	Maintained	Issue
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a	
Teaching & Leading	Education Quality	88.8	88.1	85.9	87.6	88.1	88.6	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	73.9	79.2	81.7	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	81.3	70.7	73.6	79.9	80.6	81.1	n/a	Improved	n/a
Governance	Parental Involvement	71.7	61.4	70.8	79.5	79.1	78.9	Low	Maintained	Issue

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
9. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses

### Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

In reflecting on our work towards continuous improvement as a Division, reflective questions have been included in the Planning Guide as a resource to help inform goal setting: Goals must align with 2022-2026 Division Priorities. All schools are to set two goals with one being in support of Priority 1. Schools also have the flexibility of setting an optional third goal. All Central DU's are to set two or three goals and indicate the priority area each goal supports.

#### Division Priority 1

**By June 2025, students at Princeton School will demonstrate growth in their reading confidence and skills, at their programmed grade level.**

Specific Indicators for Progress Monitoring:

- Increase Reading Proficiency: Raise the percentage of students reading at or above grade level by 5-10%.
- Growth for Students with an IPP: Achieve measurable growth toward personalized literacy goals for all students on an Individual Program Plan (IPP), as documented in their IPP.
- Confidence as Readers: Increase the percentage of students reporting improved confidence in reading as evidenced by the Reader Identity Self-Reflection Tool.

Support Strategies:

- Collaborative Data Analysis: Teachers will regularly collaborate to analyze student reading data, identifying and implementing high-impact strategies to foster growth in literacy.
- Common Assessment Tracker: Utilize a school-wide assessment tracker to monitor student reading growth consistently.
- Professional Learning: Staff will participate in ongoing, evidence-based literacy professional learning to enhance their skills in supporting students who are not yet reading at grade level.
- Family and Community Engagement: Actively involve families and community partners in literacy initiatives to create a supportive reading environment.

#### What data will you use to track continuous improvement?

Informal reading inventories; provincial screening assessments; teacher observations (e.g., Small Group); teacher awarded grades; norm-referenced tests (TOWRE, TOSREC, TOSWRF, CAT 4); Staff perception of their capacities and student perception of their reading progress from surveys such as the Division Feedback Survey, & family engagement results from the Alberta Education Assurance Measures.

#### Division Priority 3

**By June 2025, students at Princeton school will demonstrate a greater sense of belonging and connection to school.**

Strategies used to achieve this goal will include:

- Promoting well-being and resilience through community partnerships.
- Engaging families and community with School Council, family nights, field trips, and volunteer opportunities.
- Ensuring a safe, inclusive environment for all students, staff, and families.
- Supporting staff with collaborative teams and professional learning focused on mental health and student engagement.
- Fostering positive learning spaces to build growth mindset, empathy, and respect.
- Engaging in professional learning and collaboration within our catchment and Division, focusing on mental health, well-being, and building schools that prioritize student voice through "Listen to Learn" initiatives.

#### What data will you use to track continuous improvement?

Survey questions in the Division Feedback Survey, Alberta Education Assurance Measures related to belonging, engagement and connectedness, and qualitative data signaling improvement in student engagement in school based activities.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		2,125,517		2,230,168
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>2,125,517</b>		<b>2,230,168</b>
Classroom	9.950000	1,075,327	10.560000	1,141,251
Leadership	1.650000	217,853	1.650000	218,090
Teacher Supply	.000000	55,000	.000000	55,000
<b>TOTAL TEACHER</b>	<b>11.599999</b>	<b>1,348,180</b>	<b>12.210000</b>	<b>1,414,341</b>
<b>(% of Budget)</b>		<b>63.43%</b>		<b>63.42%</b>
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	17,000	.000000	20,000
Support	9.000000	552,527	8.930000	542,475
Support (Supply/OT)	.000000	10,000	.000000	10,000
Custodial	1.875000	126,748	1.935000	129,906
Custodial (Supply/OT)	.000000	6,000	.000000	20,000
<b>TOTAL NON-TEACHER</b>	<b>10.875000</b>	<b>712,275</b>	<b>10.865001</b>	<b>722,381</b>
<b>(% of Budget)</b>		<b>33.51%</b>		<b>32.39%</b>
<b>TOTAL STAFF</b>	<b>22.474999</b>	<b>2,060,455</b>	<b>23.075001</b>	<b>2,136,722</b>
<b>(% of Budget)</b>		<b>96.94%</b>		<b>95.81%</b>
SUPPLIES, EQUIPMENT AND SERVICES		35,112		65,496
INTERNAL SERVICES		28,950		27,450
OTHER INTEREST AND CHARGES		1,000		500
<b>TOTAL SES</b>		<b>65,062</b>		<b>93,446</b>
<b>(% of Budget)</b>		<b>3.06%</b>		<b>4.19%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>2,125,517</b>		<b>2,230,168</b>